



Construction Path and Practical Significance of Ideological and Political Education for the Course “Enterprise Operation Management”—Taking the Academic Postgraduate Business Administration Major at the University of Shanghai for Science and Technology as an Example

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Abstract

To enhance the ideological and political literacy of industrial engineering professionals and improve the quality of ideological and political education in classroom courses, this study takes the core course "Enterprise Operations Management" for academic postgraduates in Business Administration as an example. It explores effective teaching construction paths to achieve the objectives of ideological and political education within the course. The study proposes a construction framework consisting of five dimensions: teaching objectives, teaching philosophy, assessment methods, course planning, and integration of school-enterprise cooperation. Additionally, it aims to achieve an organic integration of the professional talent cultivation model, school-enterprise cooperation, ideological and political teaching methods, and teachers' professional ethics and conduct through the ideological and political teaching of the "Enterprise Operations Management" course. The results also provide valuable insights for the construction of ideological and political education in other core courses of the industrial engineering discipline.

Keywords

Ideological and political education in courses; Enterprise operations management; School-enterprise integration; Value chain

1. Introduction

With the advent of "Industry 4.0", the digital transformation of traditional manufacturing industries has become an inevitable trend, and mechanical manufacturing is gradually evolving into a broader concept of manufacturing (Sha, 2021; He & Wang, 2021). By learning about enterprise operations management, students can effectively engage in the adjustment of enterprise operational models, thereby aiding in the development of enterprises and growing into well-rounded business administration professionals with strong practical skills and comprehensive qualities. At the same time, it is crucial to cultivate students' innovative abilities, innovative spirit, and awareness, which are essential qualities for any industry (Zhang, 2021; Yuan, 2021). Therefore, reforming the "Enterprise Operations Management" course is both necessary and

urgent.

Based on the conditions of the school's educational positioning and in line with the characteristics and talent cultivation needs of the academic business administration program, this study focuses on the fundamental questions of "what kind of talent to cultivate, for whom to cultivate talent, and how to cultivate talent." It integrates several ideological and political education elements—patriotism and school pride, a strong sense of mission, noble values, proactive and optimistic learning attitudes, and a spirit of continuous innovation—with the professional courses. Throughout various teaching stages, ideological and political education revolves around these five elements to cultivate students' patriotism, social ethics, professional ethics, and craftsmanship spirit.

2. Characteristics of Enterprise Operation Management Course

2.1 Focusing on intelligent manufacturing and deepening the implementation of professional characteristics in innovation and entrepreneurship education

Aiming at intelligent manufacturing and based on the goals and characteristics of cultivating innovative talents, new training methods are explored through the revision and optimization of the training program. (1) Innovation and Entrepreneurship Education Reform: Accelerate the establishment of an innovation and entrepreneurship education curriculum system, a team of innovation and entrepreneurship teachers, platforms for both theoretical and practical education related to innovation and entrepreneurship, and platforms for technology innovation theories. Improve the system for accumulating and converting innovation and entrepreneurship credits, integrating relevant theoretical knowledge into the course education process. (2) Reform of Talent Training Programs and Course Practice Systems: Develop talent training plans through school-enterprise collaboration. Implement reforms in the curriculum teaching system based on a capability-driven mechanism, emphasizing practical application skills and tiered talent cultivation. (3) Implementation of "Double Certification Integration": Encourage students to participate more in certification exams to enhance their qualifications.

2.2 Facing school-enterprise cooperation, establishing a talent cooperation and training mechanism with joint service and manufacturing enterprises, effectively integrating theory and practice, and strengthening student management literacy

Implement school enterprise co-construction courses by inviting senior engineers from enterprises to conduct special lectures and discuss the core curriculum of school-enterprise co-construction. Strengthen collaboration with the government and enterprises to establish practical education bases that integrate internal and external education, school-enterprise partnerships, and industry education integration.

For the combination of theory and practice, firstly, from a systematic perspective, students are encouraged to learn concepts related to enterprise operation and management. Through a series of process drills on system assignments, their manufacturing system operation ability, enterprise operation and quality management level are improved. Advanced and practical operational management techniques and methods can enhance students' management skills and practical skills. Secondly, through practical operations and discussions, students can understand the significance of modern enterprise operation and management research, as well as the importance of this discipline for enterprises. Improve students' system analysis and design abilities through system process analysis. Understand the impact of environmental and human factors on service and production efficiency. Finally, starting from the operation of a certain enterprise, deeply understand the comprehensiveness and scientificity of production service plan management.

This course first requires students to strengthen their understanding of the new model of factory manufacturing. By visiting and interning with traditional manufacturing enterprises and modern intelligent manufacturing enterprises, they can form a comparison and have a deeper understanding of the new developments in the manufacturing industry. Secondly, strengthening the cultivation of the application ability of enterprise operation theory, collaborating with enterprises, and helping them solve manufacturing problems can better transform and apply professional knowledge; Finally, increase practical opportunities for students to learn and apply knowledge through a "learning by doing" model.

2.3 Cultivate high-level young teachers and promote curriculum internationalization

For the cultivation of young teachers, the first step is to introduce highly skilled talents from enterprises and industries, actively introduce industry-recognized professionals, and hire outstanding professional and technical talents and highly skilled talents from enterprises to serve as professional construction industry professors. Secondly, multiple parties jointly cultivate "dual teachers and dual abilities" teachers, with a focus on improving their professional quality and training quality and constructing a teacher education and training system for school-enterprise cooperation. Teachers are selected

and sent to enterprises in a planned manner for educational exchange, on-the-job work, and practical training, ensuring that their practical abilities are improved. Ultimately, new teachers will be trained through the curriculum to become professional teaching backbone teachers.

With the increase in the number of teachers visiting and studying abroad in recent years, cooperation and exchange between the academic and business communities abroad have become increasingly close. On average, there are multiple visits from foreign experts and scholars every year, which has achieved certain results and expanded the popularity of the academic-oriented business administration program and courses. Moreover, through the exchange of reports from experts with relevant business backgrounds abroad, students have broadened their horizons and increased their knowledge base. On this basis, corresponding platforms will be established to carry out student exchange and visits among undergraduate students, providing them with opportunities to go abroad and gain more learning and practical opportunities. To increase students' international perspective, create an international course on Enterprise Operations Management.

2.4 Constructing the basic framework of course ideological and political education

The construction of the curriculum ideological and political framework system refers to the guidance of socialist core values, with "establishing a correct outlook on life, world, and values, cultivating craftsmanship spirit and professional qualities" as the main focus, starting from curriculum ideological and political education, implementing curriculum ideological and political construction according to the construction plan of the curriculum ideological and political system, the educational function of professional courses, and practical education so that ideological and political elements are implemented in every aspect of education. This system achieves the goal of ideological and political education through the "deep integration of course certification" platform, "deep integration of course training" platform, and "engineering practice education" platform. It cultivates talents with professional literacy and related vocational skills, and is committed to the current position with strong team literacy and environmental adaptability, achieving full staff education, all-round education, and full process education. Based on regional economic development, block industries are subdivided, and according to the unique business processes among relevant industrial clusters and different requirements for relevant professional talents, course objectives, ideological and political education content, assessment requirements, and evaluation standards are formulated based on the ability requirements of relevant professional positions. A basic framework based on students, with job courses as the core and sustainable development is constructed, guided by projects, and theoretical teaching, ideological and political education, and practical training are organically combined to achieve progressive full process practical training.

3. The Construction Path of Ideological and Political Education in the Course of Enterprise Operation Management

3.1 Clarify teaching objectives and establish a systematic teaching content system

Teaching objectives are the foundation of curriculum construction (Zhang et al., 2021; Gong & Huo, 2021). The teaching objective of this course is to enable students to systematically master the basic theories of enterprise operation management, problems and countermeasures in operation management, and improve their ability to apply theoretical knowledge to analyze enterprise operation problems; At the same time, in combination with the goal of ideological and political education in the curriculum, enhance the understanding and recognition of the characteristics and advantages of the operation and management processes of China's advanced manufacturing and modern service industries among college students.

The original teaching content was mainly based on the selected textbooks. On the basis of using the main textbooks, the team will select new cases and reading materials, and add self-designed content. The purpose of this is to meet the content requirements of the ideological and political education course, while also keeping the content of the course up-to-date. Especially combining current events and national policies to teach, we strive to achieve a carrier of professional skills and knowledge and strengthen ideological and political education.

3.2 Transforming teaching philosophy, improving teaching carriers and methods

Adhere to the teaching philosophy of "student-centered" in the teaching process, and use teaching methods such as "case discussion, scenario simulation, and practical training" to stimulate students' learning enthusiasm; At the same time, emphasis is placed on training students in their thinking methods, enabling them to gradually establish a systematic approach to analyzing problems.

Using case studies as a carrier to design teaching processes and scenarios, linking theoretical knowledge learning with

social practice, and conducting task-driven teaching; Encouraging students to ask questions, think, research, and solve problems, and always put students at the center of the entire teaching process; Cultivate students' abilities in speech, PPT production, collaboration, communication, and theoretical analysis of problems.

3.3 Establishing a multidimensional teaching assessment model

This course will no longer be determined by one exam for life, reducing the proportion of exam scores and increasing the proportion of attendance, discussion, speaking, questioning, and other activities to increase students' enthusiasm for participating in the classroom. Comprehensively assess students' mastery and application of theoretical basic knowledge from various perspectives. Understand students' ability to apply professional theories and knowledge comprehensively to discover, analyze, and solve problems. Pay attention to students' ideological dynamics and consider their values.

3.4 Emphasize curriculum planning and build a "Sky High and Earth High" value chain for curriculum ideological and political construction

During the preparation and design phase of the course, three major characteristics were fully considered: (1) The course follows the principles of practical experience, using classic business operation cases from ancient and modern times, both domestically and internationally as materials, emphasizing practical wisdom; (2) The value attributes of the curriculum actively guide students to compare and analyze the operational practices of enterprises at different stages, in order to strengthen the education of socialist core values for students; (3) The dialectical characteristics of the curriculum are based on case studies, guiding students and teachers to engage in interactive discussions, allowing students to analyze the same case from multiple different perspectives. The more they argue, the clearer they become, making them feel that they have achieved something. What they have learned is closely related to national development, and the curriculum knowledge is seamlessly integrated with ideological and political education.

3.5 Implement deep integration between schools and enterprises, jointly build and share teaching resources

Deeply integrating schools and enterprises, jointly establishing relevant curriculum systems and standards, teaching as needed, achieving joint construction of practical training bases, sharing of teaching staff, and joint management of the training process, achieving the integration of talent cultivation between schools and enterprises, and facilitating the path of student employment. At the same time, every year, students who excel in each professional skill competition and demonstrate strong practical abilities through testing are commended to stimulate their enthusiasm, initiative, and creativity in learning skills.

4. The Practical Significance of Ideological and Political Education Construction in the Course of Enterprise Operation Management

4.1 Professional talent training model—constructing and implementing a "Top of the World" course ideological and political chain

This course is based on regional economic development, subdivides blocky industries, and constructs sustainable development course objectives, ideological and political education content, assessment requirements, and evaluation standards from the perspective of students based on the special business processes of different industrial clusters and their relevant requirements for talents. Driven by projects, it organically combines theoretical knowledge teaching, ideological and political education, and practical training teaching, and implements progressive full-chain teaching.

4.2 School enterprise cooperation mechanism—jointly building and sharing teaching resources and operating mechanism of "Integrating Ideology and Education", jointly managing and cultivating highly skilled talents

This course implements deep integration between schools and enterprises, jointly developing curriculum systems and standards, and gradually establishing practical training bases for joint construction, sharing of teaching staff, and joint management of the training process to achieve the integration of school-enterprise talent cultivation and smooth the future employment path of students.

4.3 Innovation in ideological and political teaching methods and means—establishing a curriculum ideological and political teaching resource library, integrating "Teaching, Learning, Doing, and Competition" into one

Develop a course teaching resource library, which includes talent cultivation plans, teaching standards for courses, guidelines for ideological and political education, relevant three-dimensional teaching materials, electronic lesson plans, course images, teaching courseware, professional skills standards, practical teaching documents, test question banks, online self-test and examination systems, and the utilization of network resources.

This course adopts offline teaching and situational teaching, making the classroom not limited to schools, but also moved to manufacturing and service enterprises. It fully utilizes modern technological means such as virtual factories and virtual experiments, allowing students to learn, exercise, and practice in real and virtual environments, breaking traditional teaching models and practical operations, and achieving integration of teaching, learning, practice, and doing; Encourage students to participate in various professional skills competitions both on and off campus, achieving the goal of learning and doing through competitions.

4.4 Cultivation of professional ethics and conduct for young teachers—building a vigorous growth-oriented team and building an excellent "Integration of Thought and Education" applied team

Strengthen the education of the preparatory force for this course, adopt training measures such as "going out of school" and "going deep into the enterprise", and encourage young teachers to study and pursue further education in a planned manner. According to the construction principles of "recruiting famous teachers, cultivating backbone, school-enterprise cooperation, and integrating ideological and educational elements", a practical course teaching group training plan for "integrating ideological and educational elements" is formulated. Every year, teachers are arranged to work in enterprises for industry-university research cooperation. Realize the combination of theoretical teaching by teachers and enterprise practice, and enable close interaction between enterprise guidance teachers and theoretical teachers, resulting in a mutually beneficial teaching practice. To cultivate the quality of professional teachers and improve their ability to integrate industry and education.

5. Conclusion

In summary, in the teaching process of the course, value orientation and knowledge orientation are combined to establish the educational goals of ideological and political education in the course. The aim is to determine the integration points of ideological and political education based on specific teaching content and integrate ideological and political education into specific teaching plans. The teaching goal is to integrate knowledge, ability, and moral education, and to guide students to learn and promote ideological and political education in the teaching process. Ideological and political education is integrated into the entire process and every link of relevant course education, fully playing a positive role in course education.

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